

Consolidated Data Collection

TECHNOLOGY PLAN WORKBOOK



Education Technology
www.education.ne.gov/TEHCEN

Rev: Sept, 2011

Technology Plan Workbook

The Technology Plan partners with the Comprehensive School Improvement Plan by defining specific technology-focused actions toward an envisioned future.

INTRODUCTION

This workbook will introduce you to the format of the CDC Technology Plan tool; included are appendices to help guide you as well as worksheets to assist planning efforts.

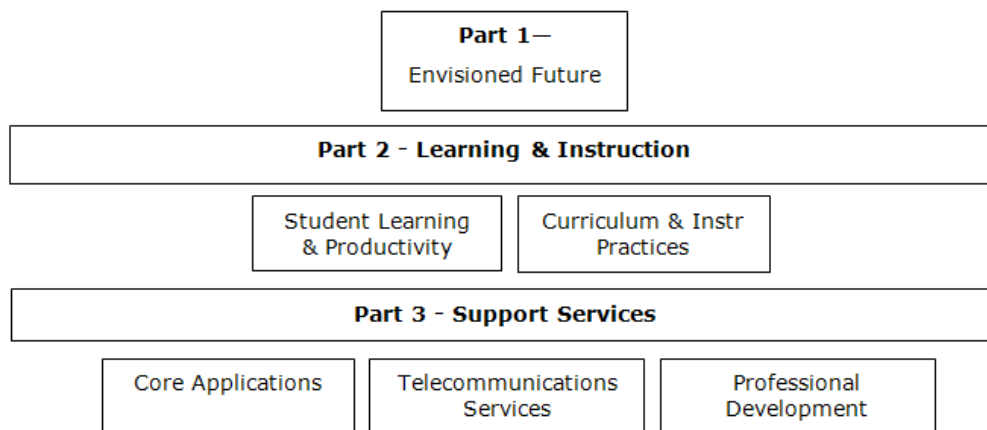
- Appendix A (pg 6) - duplicate of the main input menu you will work from when entering your technology plan elements in the CDC. The sections and parts described below correspond to the main input menu.
- Appendix B (pg 7) - sample of a completed plan.
- Appendix C (pg 11) - worksheets for completing the tech plan prior to logging in.

The Technology Plan is located in the Consolidated Data Collection tab of the NDE Portal at www.education.ne.gov. Contact your district administrator for access information.

SECTION 1: EDUCATION AND TECHNOLOGY

Section 1 is based around the concept that a school district is a functioning system of inter-connected relationships between the various components of the organization. “Planned organizational change is an attempt to solve a problem or to catalyze a vision. A change is introduced into an organizational system with the specific intent of affecting other system variables. Acknowledging the relationships between variables gives planners the potential to effect large changes. Systems theory allows planners to broaden their perspective, and to consider how their decisions will affect the other components of the system and the environment (Walonick, 1993).

There are three parts to Section 1. Part 1 represents the target or focus on which the technology plan is built. Part 2 represents the core purpose of education – student learning and instruction. Part 3 are those critical services which support all parts of the organization.



PART 1: Envisioned Future -

Part 1 is for describing a long-term goal, or envisioned future, that the district desires to achieve. Developing an envisioned future for educational technology empowers every level of the system to focus efforts and resources toward the desired state. This is the “target” that all other aspects of the plan should aim toward.

The envisioned future is an overarching long-term goal that will take many, many years to achieve. It is where you want your district to go -- that which the organization aspires to become, to achieve, to create through systemic integration of ICT (information and communication technologies). The more concise the statement, the easier it is to focus actions.

In Parts 2 and 3 you will detail actions in several areas that focus efforts and resources toward the desired change. Actions should be achievable in 1-3 years.

PART 2: Learning and Instruction -

Today’s educators need to provide a learning environment that takes students beyond the walls of their classrooms and into a world of endless opportunities. Technology promotes this transformation through the integration of digital-age resources for both the learner and the instructor. Actions planned in Part 2 may also align to the district’s continuous school improvement plan.

Student Learning and Productivity: Actions in this section should focus on creating the envisioned future relative to enhancing student learning and productivity.

Curriculum and Instructional Practices: Actions in this section should focus on creating the envisioned future relative to the teaching environment, multimodal delivery of curriculum, and effective instructional practices.

Actions in Part 2 requiring a supportive action can be tagged providing a heads-up to support system(s) in Part 3. The support system(s) indicated will see a copy of the Learning and Instruction action and must include its own action in response.

PART 3: Systems, Services, and Supports -

For technology planning purposes systems, services, and supports are defined as “activities or functions required for successful completion of an educational process, program, or project.” Actions to meet the envisioned future can be independently defined to the functional areas, or be a requisite-action to one identified in Part 2: Learning and Instruction. Address Erate-specific technology plan requirements in this section. Functional areas include:

Core Applications and Information Systems: Actions in this section includes applications (software and hardware) within the district that support the storage, retrieval and maintenance of systems supporting the instructional and administrative services within the district. Examples: Student Information system, HR/Financial systems, Learning Management System; and includes backup and recovery for business and learning continuity.

Telecommunications Systems and Services: Facilities for sending and receiving information such as sound, visual images, or computer data over distances through the use of electrical, radio, or light signals, using electronic devices to encode the information as signals, and to decode the signals as information. Actions in this section focus on all systems (infrastructure, software and hardware) that provide communications services of the district (voice and data transport, email, networking, and Internet).

Professional Development: Building capacity at all levels of the organization will assure that the investment in technology is achieving its fullest potential. Actions in this section should engage all aspects of the organization including certified and professional staff.

SECTION 2: ASSURANCES

This section describes various declarations, CIPA and Internet Safety policies, items related to the Nebraska School Discipline Act, and other measures that districts need to have in place for local, state, and federal compliances. Documentation of these declarations should be available on request.

SECTION 3: INVENTORY AND DATA (Asset Management)

There are two parts to Section 3.

PART 1: District Technology Inventory –

Part 1 represents an inventory of services at the district level and includes Internet access and transportation bandwidth, voice and data circuits, and core applications utilized by the district, as well as whether those applications are owned by the district or a shared service.

PART 2: Building Technology Inventory –

This section includes the facility data bandwidth as well as computer and mobile device inventories for instructional and managerial purposes.

SECTION 4: EVALUATION

Section 4 is the Rubric of Essential Technology Condition with a series of conditions to be evaluated in each of the following subject areas. This is an updated version of the same rubric used in the previous tech plan tool. A copy of the rubric is included in Appendix C.

Part 1: Technology Administration and Support

Part 2: Technology Capacity

Part 3: Educator Competencies and Professional Development

Part 4: Learners and Learning

Part 5: Accountability

A graphical display of the rubric will be available in the **Summary Report of Self Assessment** after completing Parts 1-5.

Important Contacts:

Accreditation and School Improvement website: <http://www.education.ne.gov/APAC/>

Education Technology staff:

SuAnn Witt, Erate Coordinator & Infrastructure Special
suann.witt@nebraska.gov 402-471-2085

Mike Kozak, Administrator
mike.kozak@nebraska.gov 402-471-0533

Education Technology website: <http://www.education.ne.gov/TECHCEN/>

NDE Help Desk 402-471-3151 or toll free 888-285-0556, or email nde.helpdesk@nebraska.gov.

NDE Portal (CDC) <https://portal.education.ne.gov/>

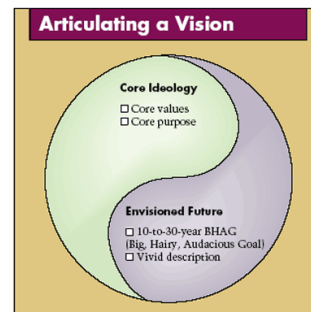
References:

Collins, James C. and Porras, Jerry I. Building Your Company's Vision. Harvard Business Review, Sept 1996.
Retrieved online 9-16.2011 from <http://hbr.org/1996/09/building-your-companys-vision/ar/1>.

Walonick, David S. (1993). General Systems Theory. Retrieved online Sept 2011 from
<http://statpac.org/walonick/systems-theory.htm>.

Definitions:

Envisioned Future: is based on Collins and Porras document "Building Your Company's Vision". The article is reference above. The envisioned future is a primary component of the vision framework. It consists of two parts: a 10-to-30-year BHAG (Big Hairy Audacious Goal) plus vivid descriptions of what it will be like to achieve the goal. We recognize that the phrase envisioned future is somewhat paradoxical. On the one hand, it conveys concreteness—something visible, vivid, and real. On the other hand, it involves a time yet unrealized—with its dreams, hopes, and aspirations. (Collins & Porras)



ICT: a general term for all kinds of technologies which enable users to create, access, and manipulate information. ICT is a combination of information technology and communications technology.

Multi-modal learning - that the more different ways you learn something the more you will really learn it. The more different ways you learn something, the more you will remember it! The more different ways you learn something, the more you will genuinely understand it! <http://hippocampusstudents.blogspot.com/2009/10/multimodal-learning.html>

Telecommunications systems: Technology of sending and receiving information such as sound, visual images, or computer data over long distances through the use of electrical, radio, or light signals, using electronic devices to encode the information as signals, and to decode the signals as information.

Appendix A: CDC MAIN MENU

This is a copy of the main menu on the CDC from which the various elements of the plan will be completed. You can follow the outline as you complete the worksheet in Appendix C.

Adding contacts via the [Enter Technology Contact] button will enable you to include members of your staff who share responsibility for completing the Technology Plan to receive communications regarding the technology plan.

Permissions for logging in and completing elements of the Plan must be granted by access code assigned by the district Portal administrator – usually the superintendent. Contact the NDE Helpdesk if you need assistance with assigning access codes.

Enter Technology Contacts		STATUS
SECTION 1: EDUCATION AND TECHNOLOGY Complete Parts 1 through 4 in order to complete Section 1		✓
	Part 1: Shared-Vision Statement	✓
	Part 2: Learning Curriculum and Instruction	✓
	Part 3: Systems and Services	✓
SECTION 2: ASSURANCES		✓
SECTION 3: INVENTORY AND DATA (Asset Management)		✓
	Part 1: District Technology Inventory	✓
	Part 2: Building Technology Inventory	✓
SECTION 4: EVALUATION-Rubric of Essential Technology Conditions Complete Parts 1 through 5 in order to complete Section 4		✓
	Part 1: Technology Administration and Support	✓
	Part 2: Technology Capacity	✓
	Part 3: Educator Competencies and Professional Development	✓
	Part 4: Learners and Learning	✓
	Part 5: Accountability	✓
	Section 4: Summary Report of Self Assessment	



=Incomplete



= Completed

Appendix B: SAMPLE of a COMPLETED PLAN

This is an example of the document that your completed technology plan will produce. Some ways this document can be used includes documenting progress toward achieving desired goals, for Board and budget planning meetings, inventory tracking, and as part of your Accreditation artifacts.

CONSOLIDATED DATA COLLECTION SUMMARY REPORT FOR BANNER COUNTY PUBLIC SCHOOLS (04-0001-000) TECHNOLOGY PLAN FOR THE 2011-2012 SCHOOL YEAR

SECTION 1: EDUCATION AND TECHNOLOGY

SHARED VISION STATEMENT

This district envisions a Digital-Age Learning Culture and will create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. As a guide we will embrace the Standards for Global Learning in the Digital Age developed by ISTE (www.iste.org/standards.aspx).
NETS•S: The skills and knowledge students need to learn effectively and live productively in a digital world.
NETS•T: The skills and knowledge educators n

Student Learning and Productivity

Action ID: SLP 1	Elementary level students will engage in online learning in grades K-6.	0-10% Little/No Progress
Action ID: SLP 2	Elementary grade students grades 3-6 will learn skills to use the Internet appropriately.	0-10% Little/No Progress
Action ID: SLP 3	All students will have access go the Learning Management System to track coursework and learning objectives.	0-10% Little/No Progress

Curriculum and Instructional Practices

Action ID: CIP 1	Teachers will utilize the LMS for all coursework.	0-10% Little/No Progress
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Core Applications and Information Systems

Action ID: CAS 1	Install LMS servers including adequate licensing for all students and staff use.	0-10% Little/No Progress
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Telecommunications Systems and Services

Action ID: TSS 1	Update cable from copper to fiber to telecom closets	0-10% Little/No Progress
Action ID: TSS 2	Install client licenses on all teacher and student workstation.	11-50% Some Progress

On-Going Professional Growth

Action ID: OPD 1	Provide training to elementary teachers on usage of the LMS.	0-10% Little/No Progress
Action ID: OPD 2	Provide Internet safety instructions to teachers for instructing students on appropriate use of the Internet.	0-10% Little/No Progress
Action ID: OPD 3	Provide training to secondary teachers on how to effectively us the LMS.	0-10% Little/No Progress
Action ID: OPD 4	Send PG staff to LMS train the trainer classes at ESU 14 during fall 2012.	11-50% Some Progress

(Sample continues next page)

SECTION 2: ASSURANCES

This district/ESU applies for Erate discounts on its own and/or as part of a consortium application.



The district/ESU receives NCLB funds (Title I, II-D, III, etc.)



The entity(ies) that I represent have secured or are in the process of securing access to all of the resources, including computers and mobile devices, professional growth, hardware/software, internal connections, maintenance, and electrical capacity, necessary to use the technology services defined in this technology plan.



I understand that documentation of public hearings of CIPA and Internet Safety policy adoption may be required for audit.



Filtering is incorporated with the service provided by the ESU or ISP.



Filtering is provided locally for all Internet enabled workstations on a networked basis.



Filtering is provided individually on each Internet enabled computer.



Online activities of minors is monitored for appropriate use.



Safe and secure use by minors of direct electronic communications (email, chat rooms, etc.) is assured.



Unauthorized online access, including hacking and other unlawful activities, is prohibited.



Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.



Minors are educated about appropriate online behavior, including interacting with other individuals on social networking website and in chat rooms and cyber-bullying awareness and response.



At least one public hearing or meeting occurred to address the proposed Internet safety policy.



The bullying prevention and education policy has been adopted and is reviewed annually.

**SECTION 3: INVENTORY AND DATA (Computer Counts)****PART 1: District Technology Inventory**

Internet Bandwidth: Bandwidth is the rate of data transfer, measured in bits per second (Mbps = Megabits per second, Gbps = Gigabits per second)

QUANTITY:

Internet Access ☒ Provided by ESU or consortium

mbps 100

Internet Transport

mbps 100

Telecommunications: Quantity/Type of Circuit(s) contracted or operated that transports voice and data services.

High Bandwidth Data Circuits ☐ Includes VOIP

QUANTITY:**TYPE:**

T1 / DS1 0

T3 / DS3 1

Cable Modem 0

Wireless 0

Fiber Optic 0

Other 0

Describe:

Voice Circuits (other than VOIP)

T1 / DS3 0

T3 / DS3 0

Standard 1FB Phone Lines 6

Cellular Phones 2

(Sample continues next page)

Enterprise Resource / Core Business Systems. Products used by district or ESU for systems.

Core Systems	Product Name	Status
Student Information	Power school	<input checked="" type="checkbox"/> District Owned System <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced Service
Finance	Quicken	<input checked="" type="checkbox"/> District Owned System <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced Service
Human Resource	Peoplesoft	<input checked="" type="checkbox"/> District Owned System <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced Service
Learning Management	Moodle	<input type="checkbox"/> District Owned System <input checked="" type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced Service
Email	First Class	<input type="checkbox"/> District Owned System <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced Service
Voice Messaging	School Messenger	<input checked="" type="checkbox"/> District Owned System <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced Service
Telephone System(s) <input type="checkbox"/> Includes VOIP	Panasonic	<input checked="" type="checkbox"/> District Owned System <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced Service

SECTION 3: INVENTORY AND DATA (Computer Counts)
Part 2: Building Technology Inventory

	Instructional Computers Internet Access High Speed	Instructional Computers Internet Access Dial Up	Instructional Other Devices Internet Access High Speed	Instructional Other Devices Internet Access Dial Up	Managerial Computer	Managerial Other
BANNER COUNTY HIGH SCHOOL (04-0001-001)						
Bandwidth: 100 MB	75	0	0	0	14	1
BANNER COUNTY ELEMENTARY SCHOOL (04-0001-002)						
Bandwidth: 100 MB	10	0	0	0	5	0

(Sample continues next page)

SECTION 4: EVALUATION - Rubric of Essential Technology Conditions

Technology Administration and Support	
Vision Planning and Policy	Stage 3 - Meets
Technology Assistance	Stage 3 - Meets
Electronic Data Support Systems	Stage 3 - Meets
Budget and Funding	Stage 2 - Approaches
Technology Capacity	
Student Technology Equipment Access	Stage 2 - Approaches
Teacher Technology Equipment Access	Stage 2 - Approaches
Internet Access	Stage 2 - Approaches
Video Capacity	Stage 2 - Approaches
Distance Learning; Conditions and Capabilities	Stage 3 - Meets
LAN/WAN	Stage 3 - Meets
Curriculum-Based Tools	Stage 2 - Approaches
Educator Competencies and Professional Development	
Educator Use of Technology	Stage 2 - Approaches
Leadership	Stage 2 - Approaches
Professional Development	Stage 2 - Approaches
Models of Professional Development	Stage 2 - Approaches
Effective Use of Electronic Data Support System	Stage 2 - Approaches
Content of Technology Training	Stage 2 - Approaches
Learners and Learning	
Student Use of Technology	Stage 2 - Approaches
Technology Integration	Stage 2 - Approaches
Available Technology Curriculum	Stage 3 - Meets
Community Connection	Stage 2 - Approaches
Accountability	
Student Technology Essential Learnings	Stage 2 - Approaches
Administrator Technology Competency	Stage 2 - Approaches
Teacher Technology Competencies	Stage 3 - Meets
Demonstrating Effective Use of Technology in Learning	Stage 3 - Meets

(End Sample)

Appendix C: TECH PLAN WORKSHEETS

Input your technology plan elements on this form, or copy and save to a blank Word document. Be sure to save any changes.

Note: No information from the system hosted at UNL will be transferred into the CDC form. The first year you will work from a blank plan, but in subsequent years you will be able to edit prior year information.

Technology Contacts:

List members of your staff who share responsibility for and whom you wish to receive communications regarding the technology plan.

First name:	Last name:
Phone:	Fax:
Email:	
Type of contact: <input type="checkbox"/> Tech Coordinator <input type="checkbox"/> Erate <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Professional Development	

SECTION 1: EDUCATION AND TECHNOLOGY

PART 1: Envisioned Future - Consider this the “target” that all element of the plan are shooting at. The envisioned future for educational technology empowers every level of the system to focus efforts and resources toward this target.

Describe the long-term goal or envisioned future that the district desires to achieve. This is a long-term effort and may take many years to realize

[Click in the text box to begin typing]

In Parts 2 and 3 you will list actions toward achieving the vision described above.

List only the actions you believe can be achieved in the next 1- 3 years. Each action is to be listed separately. It is not required that each section have action(s) listed, but some funding, especially for Erate, require that the technology plan contain evidence that the funding discounts requested are part of an approved plan.

(Worksheet continues next page)

PART 2: Learning and Instruction –

Student Learning and Productivity: Actions in this section should focus on creating the envisioned future relative to enhancing student learning and productivity.

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as SLP-1, SLP-2, etc.
Describe the Action: <i>[click in box to begin typing]</i>	
<p>Indicate other areas of your organization that will be involved in fulfilling this action:</p> <p><input type="checkbox"/> None <input type="checkbox"/> Core Applications <input type="checkbox"/> Telecommunications <input type="checkbox"/> Professional Growth</p> <p>Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.</p> <p><input type="checkbox"/> Little or No Progress <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Goal has been realized</p> <p>0 – 10% 11 – 50% 51 – 99% 100%</p>	

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as SLP-1, SLP-2, etc.
Describe the Action:	
<p>Indicate other areas of your organization that will be involved in fulfilling this action:</p> <p><input type="checkbox"/> None <input type="checkbox"/> Core Applications <input type="checkbox"/> Telecommunications <input type="checkbox"/> Professional Growth</p> <p>Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.</p> <p><input type="checkbox"/> Little or No Progress <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Goal has been realized</p> <p>0 – 10% 11 – 50% 51 – 99% 100%</p>	

Copy this table as many times as needed for additional Student Learning and Productivity actions.

(Worksheet continues next page)

PART 2: Learning and Instruction (Continued)

Curriculum and Instructional Practices: Actions in this section should focus on creating the envisioned future relative to the teaching environment, multimodal delivery of curriculum, and effective instructional practices.

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as C&I-1, C&I-2, etc.
Describe the Action:	
Indicate other areas of your organization that will be involved in fulfilling this action: <input type="checkbox"/> None <input type="checkbox"/> Core Applications <input type="checkbox"/> Telecommunications <input type="checkbox"/> Professional Growth	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions. <input type="checkbox"/> Little or No Progress <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Goal has been realized 0 – 10% 11 – 50% 51 – 99% 100%	

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as C&I-1, C&I-2, etc.
Describe the Action:	
Indicate other areas of your organization that will be involved in fulfilling this action: <input type="checkbox"/> None <input type="checkbox"/> Core Applications <input type="checkbox"/> Telecommunications <input type="checkbox"/> Professional Growth	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions. <input type="checkbox"/> Little or No Progress <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Goal has been realized 0 – 10% 11 – 50% 51 – 99% 100%	

Copy this table as many times as needed for additional Curriculum & Instructional Practices actions.

(Worksheet continues next page)

PART 3: Systems, Services, and Supports –

Be sure to address any tagged actions from Part 2 that need to be addressed in Part 3.

Core Applications and Information Systems: Actions in this section includes applications (software and hardware) within the district that support the storage, retrieval and maintenance of systems supporting the instructional and administrative services within the district (Examples: Student information system, HR/Financial systems, Learning Management System; and includes backup and recovery for business and learning continuity).

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as CA-1, CA-2, etc.
Describe the Action:	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.	
<input type="checkbox"/> Little or No Progress 0 – 10%	<input type="checkbox"/> Some Progress 11 – 50%
<input type="checkbox"/> Significant Progress 51 – 99%	<input type="checkbox"/> Goal has been realized 100%

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as CA-1, CA-2, etc.
Describe the Action:	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.	
<input type="checkbox"/> Little or No Progress 0 – 10%	<input type="checkbox"/> Some Progress 11 – 50%
<input type="checkbox"/> Significant Progress 51 – 99%	<input type="checkbox"/> Goal has been realized 100%

Copy this table as many times as needed to for additional Core Application & Information System actions.

(Worksheet continues next page)

PART 3: Systems, Services, and Supports (Continued)

Be sure to address any tagged actions from Part 2 that need to be addressed in Part 3.

Telecommunications Systems and Services: Actions in this section focus on all systems (infrastructure, software and hardware) that provide communications services of the district (voice and data transport, wiring, routers & switches, email, networking, and Internet).

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as TS-1, TS-2, etc.
Describe the Action:	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.	
<input type="checkbox"/> Little or No Progress 0 – 10%	
<input type="checkbox"/> Some Progress 11 – 50%	
<input type="checkbox"/> Significant Progress 51 – 99%	
<input type="checkbox"/> Goal has been realized 100%	

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as TS-1, TS-2, etc.
Describe the Action:	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.	
<input type="checkbox"/> Little or No Progress 0 – 10%	
<input type="checkbox"/> Some Progress 11 – 50%	
<input type="checkbox"/> Significant Progress 51 – 99%	
<input type="checkbox"/> Goal has been realized 100%	

Copy this table as many times as needed for additional Telecommunication Systems and Services actions.

(Worksheet continues next page)

PART 3: Systems, Services, and Supports (Continued)

Be sure to address any tagged actions from Part 2 that need to be addressed in Part 3.

Professional Development: Building capacity at all levels of the organization will assure that the investment in technology is achieving its fullest potential. Actions in this section should engage all aspects of the organization including certified and professional staff.

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as PD-1, PD-2, etc.
Describe the Action:	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.	
<input type="checkbox"/> Little or No Progress 0 – 10% <input type="checkbox"/> Some Progress 11 – 50% <input type="checkbox"/> Significant Progress 51 – 99% <input type="checkbox"/> Goal has been realized 100%	

Enter a unique identifier for this action:	Hint -- Include the category initials to help with easy identification of which section this action belongs to. For this section, you might list the actions as PD-1, PD-2, etc.
Describe the Action:	
Evaluate: What progress has been made toward achieving the desired goals from actions completed last year? If no progress was made, consider refining actions.	
<input type="checkbox"/> Little or No Progress 0 – 10% <input type="checkbox"/> Some Progress 11 – 50% <input type="checkbox"/> Significant Progress 51 – 99% <input type="checkbox"/> Goal has been realized 100%	

Copy this table as many times as needed for additional Professional Development actions.

(Worksheet continues next page)

SECTION 2: ASSURANCES

Yes	No	Declarations
		This district / ESU applies for E-rate discounts on its own and/or as part of a consortium application.
		The district / ESU receives NCLB funds (Title I, II-D, III, etc)
		The entity(ies) that I represent have secured or are in the process of securing access to all of the resources, including computers and mobile devices, professional growth, hardware/software, internal connections, maintenance, and electrical capacity, necessary to use the technology services defined in this technology plan.
		I understand that documentation of public hearings of CIPA and Internet Safety policy adoption may be required for audit.

Children's Internet Protection Act (CIPA) requires the implementation of a "technology protection measure" (47 U.S.C. 254(h)) for all computers used by students and adults for E-rate purposes. Therefore, "Yes" is required in at least one of the following Filtering Provisions.

Yes	No	Measure (check all that apply)
		Filtering is incorporated with the service provided by the ESU or ISP.
		Filtering is provided locally for all Internet enabled workstations on a networked basis.
		Filtering is provided individually on each Internet enabled computer.

Internet Safety Policy

CIPA also requires the public adoption and enforcement of an "Internet Safety Policy" (47 U.S.C. 254(h)(B)) covering use of computers by students for E-rate purposes. CIPA compliance requires "yes" in **all** policy provisions listed below:

Yes	No	District/School/ESU Internet Safety Policy includes: (check all that apply)
		Online activities of minors is monitored for appropriate use
		Safe and secure use by minors of direct electronic communications (email, chat rooms, etc.) is assured.
		Unauthorized online access, including "hacking" and other unlawful activities, is prohibited.
		Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.
		Minors are educated about appropriate online behavior, including interacting with other individuals on social networking website and in chat rooms and cyber-bullying awareness and response.
		At least one public hearing or meeting occurred to address the proposed Internet safety policy.

Nebraska State Statutes and the Nebraska School Discipline Act: Nebraska R.S.S. 79-2,137 requires that school districts develop and adopt a bullying prevention and education policy; and that this policy be reviewed annually.

Yes	No	
		The bullying prevention and education policy has been adopted and is reviewed annually.

(Worksheet continues next page)

SECTION 3: INVENTORY AND DATA (Asset Management)

PART 1: District Technology Inventory –

Internet Bandwidth		
Bandwidth is the rate of data transfer, measured in bits per second Mbps = Megabits per second Gbps = Gigabits per second		
Internet Access <input type="checkbox"/> Click if provided by ESU or consortium	<input type="checkbox"/> Mbps <input type="checkbox"/> Gbps	
Internet Transport	<input type="checkbox"/> Mbps <input type="checkbox"/> Gbps	
Telecommunications		
Enter the quantity next to the type of circuit(s) contracted or operated by your district or ESU that transports voice and data services.		
High Bandwidth Data Circuits <input type="checkbox"/> Click if this includes VOIP	Type	Quantity
	T1 / DS1	
	T3 / DS3	
	Cable modem	
	Wireless	
	Fiber Optic	
	Other	
	Describe:	
Voice Circuits (other than VOIP)	T1 / DS3	
	T3 / DS3	
	Standard 1FB phone lines	
	Cellular Phones	

(Worksheet continues next page)

Enterprise Resource / Core Business Systems - Enter the products used by your district or ESU for each of these systems and whether it is owned by the district, shared through the ESU or other consortium, or outsourced to a private vendor.

Core Systems	Product Name List all that apply	Status Click all that apply
Student Information		<input type="checkbox"/> District owned system <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced service
Finance		<input type="checkbox"/> District owned system <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced service
Human Resource		<input type="checkbox"/> District owned system <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced service
Learning Management		<input type="checkbox"/> District owned system <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced service
Email		<input type="checkbox"/> District owned system <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced service
Voice Messaging		<input type="checkbox"/> District owned system <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced service
Telephone System(s) <input type="checkbox"/> Click of this includes VOIP		<input type="checkbox"/> District owned system <input type="checkbox"/> Shared with ESU or Consortium <input type="checkbox"/> Outsourced service

PART 2: Building Technology Inventory –

This section includes the facility data bandwidth as well as computer and mobile device inventories for instructional and managerial purposes.

The online tech plan will pre-populate a list of each facility in your district. These are the fields to be populated.

<i>Edit Button</i>	<i>Sch Name</i>	<i>Bandwidth</i>	<i>Instructional Computers Internet Access High Speed</i>	<i>Instructional Computers Internet Access Dial Up</i>	<i>Instructional Other Devices Internet Access High Speed</i>	<i>Instructional Other Devices Internet Access Dial Up</i>
<i>Managerial Computers</i>		<i>Managerial Other Devices</i>				

(Worksheet continues next page)

SECTION 4: EVALUATION - Rubric of Essential Technology Conditions

Part 1: Technology Administration and Support

PART 1: TECHNOLOGY ADMINISTRATION AND SUPPORT			
Vision Planning and Policy			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Technological vision does not exist Technological planning is not evident Policies do not include technological concerns/uses 	<ul style="list-style-type: none"> Technological vision and planning aligns with district and state plans Technological policies protect learners and provide access to learners while aligning with district and state vision and plan 	<p>(In addition to Stage 2)</p> <ul style="list-style-type: none"> Technological vision and technology plan align with district and state plan and integrate into the school's SIP process Policies align with technological vision and plan and support equitable access for all learners A well-articulated implementation plan has been collaboratively designed and proactively supported by the leadership 	<p>(In addition to Stage 3)</p> <ul style="list-style-type: none"> Technology vision and plans are regularly reviewed and updated with staff Policies align with technological vision and plan The implementation plan reflects not only shared vision but also a collaborative atmosphere for the sharing of resources to bring the vision to life.
Technology Assistance			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Limited technical support Technical support response time greater than 24 hours Technical support does not include assistive technologies or web accessibility <p>Issues of assess and quality are unresolved</p>	<ul style="list-style-type: none"> Part-time school-based or agency support Most technical support response time is less than 24 hours Resources for support of Assistive Technology and web accessibility are accessed (i.e., WebAIM accessibility guidelines, Accessibility Rubric, A. T. consultation) <p>Technical assistance for supporting teaching and learning is not a clearly defined role or is understaffed and, therefore, not useful.</p>	<p>(In addition to Stage 2)</p> <ul style="list-style-type: none"> Full time school-based or agency support capable of trouble shooting basic network and hardware repair including assistive technologies Technical support response time is less than 8 hours <p>Technical assistance for supporting teaching and learning is a clearly defined role for a staff member in the district but not individual school building. Person in position does not hold a Technology Leadership Endorsement. (Available 2012).</p>	<p>(In addition to Stage 3)</p> <ul style="list-style-type: none"> Full time school-based or agency support with additional staff (including faculty) to support network and production of accessible web sites as per Accessibility Rubric Most technical support response time is less than 4 hours <p>Technical assistance for supporting teaching and learning is a clearly defined role for a staff member in individual school building. Person in position does hold a Technology Leadership Endorsement (Available</p>

			2012).
Electronic Data Support Systems			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> ■ A Student information system is not in place or limited to tracking attendance, lunch and grading ■ Budget system exists ■ Data is dealt with using various manual and technical means with no centralization or integration 	<p>(In addition to Stage 1)</p> <ul style="list-style-type: none"> ■ An assessment system is included in the data management system ■ Budget system is in place that automates the purchasing and inventory process ■ Some data is maintained in an enterprise-wide system and the system is used for selected task or reports 	<p>(In addition to Stage 2)</p> <ul style="list-style-type: none"> ■ Add curriculum and lesson planning ■ Budget system tracks the cash flow to school populations validating equitable access for all learners ■ A comprehensive data management system is in place but only used for selected levels of improvement needs 	<p>(In addition to Stage 3)</p> <ul style="list-style-type: none"> ■ Add curriculum and lesson planning ■ Budget system tracks the cash flow to individual learners validating equitable access for all learners ■ Data warehouse and analysis systems are in place and used regularly as part of ongoing evaluation and improvement ■ The systems are capable of and are being used for all levels of improvement tasks and reporting-school district and state
Budget & Funding			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> ■ District, state and federal technology allotments only <p>Line item budget does not exist for hardware/software purchases and professional development</p>	<ul style="list-style-type: none"> ■ In addition to allotments, the district/school seeks grants and other funding sources such as bond funds, business partnerships, donations, foundations, and other local funds designated for technology facilitating the ability to meet enhanced technology needs and minimal instructional technology needs <p>Line item budget exists for maintenance and new purchases of hardware and software with professional development support and opportunities</p>	<ul style="list-style-type: none"> ■ Successfully obtains funding from one source other than their allotment <p>In addition to Stage 2)</p> <ul style="list-style-type: none"> ■ Budget for hardware and software makes technology accessible to all student, professional development adequate staffing support, and ongoing costs 	<ul style="list-style-type: none"> ■ Successfully obtains funding from two or more sources other than their allotments <p>In addition to Stage 3)</p> <ul style="list-style-type: none"> ■ Budget for hardware and software makes technology accessible to all student, professional development, sufficient staffing support, facilities (buildings), and other ongoing costs including investigation of new technologies

Part 2: Technology Capacity

PART 2: TECHNOLOGY CAPACITY			
Student Technology Equipment Access			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> 10:1 ratio or more of students to computer equipment five years old or less No Universal Access Stations (computer stations equipped with necessary hardware and software to meet the special needs of students with disabilities) No student access to computers after school 	<ul style="list-style-type: none"> Less than 10:1 ratio of students to computer equipment five years old or less Universal Access technologies in place Student access to computers for after-school care students or by special arrangement District identifies current universal access technology inventory & needs 	<ul style="list-style-type: none"> Less than 5:1 ratio of students to computer equipment four years old or less Universal Access integrated throughout district Open after-school access to computers for all students 1-5 hours per week 	<ul style="list-style-type: none"> Every student has computer equipment three years old or less Universal Access Stations available in all classrooms and student work areas Open after-school access to computer equipment for all students over 5 hours per week
Teacher Technology Equipment Access			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Dedicated, up-to-date teacher computer equipment, one set per 2 or more teachers; no refresh cycle. 	<ul style="list-style-type: none"> Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 5 years 	<ul style="list-style-type: none"> Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 4 years 	<ul style="list-style-type: none"> Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 3 or fewer years
Internet Access			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Adequate connectivity to the Internet available to support web-based applications only on a few computers 	<ul style="list-style-type: none"> Direct connectivity to the Internet at the school and accessible in some rooms Adequate distribution of bandwidth to the school to avoid most delays 	(In addition to Stage 2) <ul style="list-style-type: none"> Direct connectivity to the Internet at the school and accessible in all rooms Adequate bandwidth to each classroom over the LAN to avoid most delays 	<ul style="list-style-type: none"> Anywhere, anytime direct access to the Internet for any educationally relevant application
Video Capacity			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Video available in the classroom on magnetic or optical media. Media is only available via classroom devices such as VCR, or DVD player 	<ul style="list-style-type: none"> Capacity to schedule and distribute video over school network to the classroom Capacity to receive via internet other devices specific to curriculum 	<ul style="list-style-type: none"> Capacity to schedule and distribute video over district or cable access network to the classroom Two-way interactive video conferencing used to connect schools 	<ul style="list-style-type: none"> Network provided video on demand Two way interactive video conferencing used to connect to post-secondary institutions and other education

	<i>content and distribute programming to the classroom</i>		<i>providers</i>
Distance Learning; Conditions and Capabilities			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Shared access to one-way video and two-way audio 	<ul style="list-style-type: none"> Two-way video and audio in at least one classroom 	<ul style="list-style-type: none"> Two-way video and audio in more than one classroom 	<ul style="list-style-type: none"> Two-way video and audio in every student learning area provides access for all Robust network allows interconnections with all other K-12 sites and post-secondary institutions Web-based scheduling system allows sites to connect to one another without limitations
LAN/WAN			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Limited print/file-sharing network at each school 	<ul style="list-style-type: none"> Most rooms connected to the LAN/WAN with student access Minimum 10/100 hubbed-network Basic filtering software in use 	<ul style="list-style-type: none"> All rooms connected to the LAN/WAN with student access Minimum 10/100 switched network High end servers serving applications at the school with a replacement cycle 3 years Filtering and virus protection software in use 	<ul style="list-style-type: none"> All rooms connected to the LAN/WAN with student access Robust WAN with 100 MB/ GB and/or fiber switched network that allows for resources(i.e. video streaming, desktop conferencing, etc.) Infrastructure allows easy access to network resources for students and teachers including some wireless connectivity and remote access Filtering, virus protection, and security measures, as well as disaster recovery plan in place CIPA compliant
Curriculum-based Tools			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Limited access to some 	<ul style="list-style-type: none"> Shared use of 	<ul style="list-style-type: none"> Instructional equipment 	<ul style="list-style-type: none"> Fully equipped

<i>instructional equipment (i.e. televisions, VCR's, digital cameras, scanners, handhelds, programmable calculators, etc.)</i> <ul style="list-style-type: none"> ■ Tool-based software limited to word processing and spreadsheets 	<i>instructional equipment among groups of teachers</i> <ul style="list-style-type: none"> ■ Tool-based software includes presentation, some graphics and concept mapping 	<i>assigned to each teacher/classroom including at least a computer with projection device, TV, VCR, or DVD</i> <ul style="list-style-type: none"> ■ Tool-based software includes some multimedia authoring and video editing 	<i>classrooms with all the technology infrastructure that is available to enhance student learning, including all forms of software, digital cameras, scanners handhelds, and other devices specific to content areas</i>
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Part 3: Educator Competencies and Professional Development

PART 3: EDUCATOR COMPETENCIES & PROFESSIONAL DEVELOPMENT			
Educator Use of Technology			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> ■ Teachers use basic computer operations such as email and word processing programs ■ At least 25 percent meet ISTE NETs Standards and implement in the classrooms 	<ul style="list-style-type: none"> ■ Teachers use productivity tools to streamline administrative tasks (grades, attendance, lesson planning, etc.) ■ At least 50 percent meet ISTE NETs Standards and implement in the classroom 	<ul style="list-style-type: none"> ■ Teachers implement various instructional technology strategies that support diverse needs of learners (research, multimedia, presentations, simulations, distance learning, etc.) ■ Teachers use various forms of technology to communicate with peers and parents ■ At least 75 percent meet ISTE NETs Standards and implement in the classroom 	<ul style="list-style-type: none"> ■ Teachers use technology to develop new learning environments that are collaborative, interactive and customized ■ Teachers explore and evaluate new technologies and their educational impact ■ At least 90-100 percent meet ISTE NETs Standards and implement in the classroom
Leadership			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> ■ Administrators have limited awareness of benefits and applications of technology in instruction ■ Administrators lack basic computer operations skills ■ Administrators know and understand the ISTE NETs-Administrator Standards 	<ul style="list-style-type: none"> ■ Administrators recognize benefits and barriers of technology in instruction for all students and support use of technology in instruction ■ Administrators expect teachers to use technology for administrative and classroom management tasks 	<ul style="list-style-type: none"> ■ Administrators expect use of technology in instruction for all students ■ Administrators model use in daily work including communications, presentations, on-line collaborative projects and management tasks ■ Administrators analyze 	<ul style="list-style-type: none"> ■ Administrators plan budget support for training and expect use of technology in instruction for all students ■ Administrators maintain awareness of emerging technologies ■ Administrators participate in job-related professional learning

	<ul style="list-style-type: none"> ■ Administrators routinely use technology in some aspects of daily work ■ Administrators apply the ISTE NETs-Administrator Standards 	<p>and determine their proficiencies based upon the ISTE NETs-Administrator Standards</p> <ul style="list-style-type: none"> ■ Administrators are able to make accommodations (change computer settings) for their own disabilities (low vision, hearing, etc.) 	<p>using technology resources</p> <ul style="list-style-type: none"> ■ Administrators ensure integration of appropriate technologies to maximize learning and teaching ■ Administrators involve and educate the school community around issues of technology integration ■ Administrators make decisions and adjust behavior based upon the ISTE NETs-Administrator Standards
Professional Development			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> ■ 5 percent or less of technology budget allocated for professional development in technology-related training ■ No technology professional development plan in place or existing plan lacks defined progression toward district technology goals ■ Technology professional development plan is not correlated to state and/or national technology standards 	<ul style="list-style-type: none"> ■ 6-24 percent of technology budget devoted to professional development in technology-related training ■ Technology professional development plan has some measurable correlation to district technology goals ■ Technology professional development plan provides some measurable correlation to state and/or national technology standards 	<ul style="list-style-type: none"> ■ 25-29 percent of technology budget devoted to professional development in technology-related training ■ Technology professional development plan has clearly measurable correlation to district technology goals ■ Technology professional development plan provides significant measureable correlation to state and/or national technology standards 	<ul style="list-style-type: none"> ■ 30 percent or more of technology budget devoted to professional development in technology-related training ■ Technology professional development plan has clearly measurable correlation to district technology goals and is evaluated and revised annually to ensure that district technology goals are met ■ Technology professional development plan provides significant measurable correlation to state and/or national technology standards and plan is revised annually to consider emerging technologies

Models of Professional Development			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Leader presents information to group of teachers 	<ul style="list-style-type: none"> Teachers participate in hands-on instruction and use acquired skills to develop an instructional product as a follow-up activity 	<ul style="list-style-type: none"> Majority of instructional staff participate in coaching, modeling of best practices, scaffolding, and school-based mentoring (including collaboration between special education and regular education) Technology professional development includes requirement of classroom integration and student use of technology in the learning process Professional development activities include a teacher and a student in a collaborative learning environment 	<ul style="list-style-type: none"> Learning communities created among instructional staff to provide continuous coaching, modeling of best practices, and school-based mentoring Additional professional development available any time, at any level, through a variety of delivery systems (e.g. distance learning, on-line course work, state and national conferences, outside consultants, etc.)
Effective Use of Electronic Data Support System			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Technology not used to review student assessment information 	<ul style="list-style-type: none"> Technology used infrequently to review student assessment information 	<ul style="list-style-type: none"> Technology frequently used to review student assessment information 	<ul style="list-style-type: none"> Technology regularly used to review student assessment information which results in needed changes in instruction
Content of Technology Training			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Teachers acquainted with basic technology operations (word processing, email, Internet navigation) 	<ul style="list-style-type: none"> Teachers learn to use technology in the classroom (i.e. administration, management, and or presentation software; Internet as a research and instructional tool) 	<ul style="list-style-type: none"> Teachers learn to use technology with curriculum/students (i.e. integration skills for creating learner-centered technology projects using Internet, applications, multimedia presentations, data collection, making accommodations with assistive technologies, etc.) 	<ul style="list-style-type: none"> Teachers learn about emerging technologies and their uses with curriculum/students (i.e., creation and communication of new technology-supported, student-centered projects) Integration of technology aligned with all content areas and grade levels

		<ul style="list-style-type: none"> Integration of technology into instructional strategies to improve teaching and learning 	<ul style="list-style-type: none"> Technology training content supports growth toward national technology standards for teachers, administrators, and students
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Part 4: Learners and Learning

PART 4: LEARNERS AND LEARNING			
Student Use of Technology			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<p><i>Knowledge/Understanding</i></p> <ul style="list-style-type: none"> Infrequent use by students as a basic tool for drill and practice, and/or integrated learning labels for the purpose of identification, recollection, memorization, and review of basic facts 	<p><i>Application</i></p> <ul style="list-style-type: none"> Frequent individual use by students to choose and use informational resources for the purpose of communication and demonstration of knowledge 	<p><i>Analysis/Synthesis</i></p> <ul style="list-style-type: none"> Students regularly use technology for working with peers and experts, evaluation information, analyzing data and content in order to formulate and solve problems Students regularly use technology for evaluation of individual progress 	<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students regularly use technology for working collaboratively in communities of inquiry to propose, implement and assess solutions to real world problems Students regularly use technology for evaluating and analyzing their own assessment information to improve learning Students regularly use technology to publish and effectively communicate their knowledge with the global community
Technology Integration			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<p><i>Entry Level technology</i></p> <ul style="list-style-type: none"> Teacher-centered lectures Teachers allow students to use technology to work on individual projects 	<p><i>Adoption level of technology use in classroom</i></p> <ul style="list-style-type: none"> Teacher-directed learning Teachers encourage students to use technology for cooperative projects in their own classrooms Teachers use technology projects as an 	<p><i>Adaption/Appropriation level of technology use in classroom</i></p> <ul style="list-style-type: none"> Teachers facilitate communities of inquiry for students to collaborate with business and/or community members 	<p><i>Innovation level of technology use in classroom</i></p> <ul style="list-style-type: none"> Student-centered learning Teachers act as facilitators in collaboration with external entities to develop 21st century skills (e.g. national or international, business

	<i>alternative form of assessment</i>		<i>and/or educational communities</i> <ul style="list-style-type: none"> Technology is vital to all curriculum areas and integrated on a daily basis
Available Technology Curriculum			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Provides some structured instruction, experiences, modules or courses in technology utilization 	<ul style="list-style-type: none"> Provides a variety of technology courses/applications on different topics or at different levels to promote life long learning 	<ul style="list-style-type: none"> Technology scope and sequence in place to fulfill ISTE NET Standards Offers at least one sequential program of study in an area of technology 	<ul style="list-style-type: none"> Offers multiple sequential programs of study in technology
Community Connection			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
<ul style="list-style-type: none"> Minimal connection with parents and community through technology Minimal initiatives to increase community technology literacy Minimal awareness of initiatives, resources, laws and regulations related to public access to information technologies for persons with disabilities 	<ul style="list-style-type: none"> Basic communication with community utilizing technology Offers a technology literacy program for parents and/or community (e.g. family tech night, websites, or videos) Partnering with business and/or community to offer job shadowing Identified information technology access priorities related to community utilization 	<ul style="list-style-type: none"> Partners with community to offer after hours training to parents/caregivers Students assist in technology skills training parents and community in real-life skills Business expertise brought to classroom Information technology access plan implemented and significant progress noted in accessibility 	<ul style="list-style-type: none"> Plays an active role in the promotion of technology literacy within the local community Provides outreach programs to promote collaboration among community, business and school Students participate in a mentoring program with business and/or community members Business and community provide financial support and human resources Minimal disability-related barriers exist related to information technology access

(Worksheet continues next page)

Part 5: Accountability

PART 5: ACCOUNTABILITY			
For more information about Nebraska Student Essential Learnings and the Nebraska Administrator Competencies, refer to the Education Technology Center of the Nebraska Department of Education website.			
Student Technology Essential Learnings			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
■ Up to 25 percent of students demonstrate proficiency in the ISTE NETs- Student standards	■ At least 25 percent of students demonstrate proficiency in the ISTE NETs- Student standards	■ At least 50 percent of students demonstrate proficiency in the ISTE NETs- Student standards	■ At least 75 percent of students demonstrate proficiency in the ISTE NETs- Student standards
Administrator Technology Competency			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
■ Administrators know and understand the ISTE NETs- Administrator Standards	■ Administrators apply the ISTE NETs- Administrator Standards	■ Administrators analyze and determine their proficiencies based on the ISTE NETs- Administrator Standards	■ Administrators make decisions and adjust behaviors based on the ISTE NETs- Administrator Standards
Teacher Technology Competencies			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
■ Up to 25 percent of educators demonstrate proficiency in the ISTE NETs- Teacher Standards	■ At least 25 percent of educators demonstrate proficiency in the ISTE NETs- Teacher Standards	■ At least 50 percent of educators demonstrate proficiency in the ISTE NETs- Teacher Standards	■ At least 75 percent of educators demonstrate proficiency in the ISTE NETs- Teacher Standards
Demonstrating Effective Use of Technology in Learning			
<input type="checkbox"/> Stage 1: Initiates	<input type="checkbox"/> Stage 2: Approaches	<input type="checkbox"/> State 3: Meets	<input type="checkbox"/> Stage 4: Exceeds
■ Educators understand the potential of technology in the learning process, however the focus remains on productivity	■ Educators apply effective use of technology to the learning task and opportunities thus increasing productivity ■ Educators use technology as an extension of the learning experience	■ Educators provide a variety of technology resources and allow/facilitate student choice of technologies to accomplish their learning	■ Educators facilitate effective use of technology in the learning process ■ Educators evaluate the impact of technology on the learning process and adjusts future learning experiences/opportunities accordingly

(End Worksheet)